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| Date | Class | Period |
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Subject Matter
Unit: 7 At the Aquarium
Lesson: 1 Conversation time
S.B & W.B Page: 1

Warm up : Phonics Review: *al, au, aw.* Write *al, au,* and *aw* on the board. Point to each combination and elicit its sound.

| <u>Learning Objectives</u> | <u>Teaching aids</u> | <u>Content</u> | <u>Teaching Strategies</u> | <u>Presentation</u> | <u>Assessment</u> | <u>Time</u> |
|---|--|---|--|--|--|---|
| <p>By the end of the lesson , students will be able to :</p> <ul style="list-style-type: none"> ask about wants express comparison identify speakers in a conversation | <p>✓ Student's Book page 1</p> <p>✓ Work book page 1</p> <p>✓ CD player</p> <p>✓ Coloured chalk</p> <p>✓ Green board</p> | <p><u>Language Focus</u></p> <p><i>Which one do you want?/Oh, I don't know. They're all cute./Well, it's time to go. Please make up your mind./Okay. I'll take this one./Are you sure?/Great. Let's get it./Dad, the cashier is over here.</i></p> | <p>❖ Role-play</p> <p>❖ Brain Storming</p> <p>❖ Problem Solving</p> | <p><u>Introduce the Conversation:</u> <i>Bring two students to the front of the classroom. Set several pencils on the chalktray. Stand behind each student and model his/her lines of the conversation withthe following actions:</i></p> <p><u>Talk About The Picture :</u> <i>Ask the following questions while pointing to or touching the pictures (bold words). Scene 1: (T-shirts) What are these?</i></p> <p><i>Practice The Conversation:</i></p> <p>A. Listen and repeat. Play the recording (first version of the conversation). Students listen and repeat.</p> <p>B. Listen and point to the speakers. Play the recording (second version of the conversation) and have students listen and point to the speakers</p> <p>C. Role-play the conversation with a partner. Students choose a partner and role-play the conversation. They then change roles and role-play the conversation again..</p> <p>D. Review. Listen and repeat.</p> | <p><u>1-Listen and complete?</u></p> <p><i>Which do you want?/Oh, I don't They're all/Well, it's time to go. Please mind./Okay. I'll this one./Are you/Great. Let's it./Dad, the is over here</i></p> | <p><u>15MS</u></p> <p><u>20Ms</u></p> <p><u>10Ms</u></p> |
| Activity | Workbook page 1 Ex A& B | | <p>Home assignment:Circle and replace:1- Why Which What Sure () 2- go want Know time()3- dad great cute nice () 4- one dress jacket shirt ()5- cashier make up teach</p> <p><u>Self –evaluation:</u></p> | | | |

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|------|-------|--------|--|--|
| Date | Class | Period | <u>Subject Matter</u> Unit: 7 At the Aquarium Lesson: 2 Word Time S.B & W.B Page 2 | <u>Warm up</u> : Conversation Review: Listen and complete: one do you want?/Oh, I don't They're all/Well, it's to go. Please ... your mind. Okay.I'll this one./Are you?/Great. Let'sit. |
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| Learning Objectives | Teaching aids | Content | Teaching Strategies | Presentation | Assessment | Time |
|---|--|---|---|--|--|---|
| <p><i>By the end of the lesson , students will be able to :</i></p> <ul style="list-style-type: none"> - identify vocabulary: " marine animals & adjectives to describe them" - read words - write words | <ul style="list-style-type: none"> ✓ Student's Book page 2 ✓ Work book page 6 ✓ Coloured chalk ✓ Green board | <p>Language Focus :</p> <p>Marine animals and adjectives to describe them <i>(whale, dolphin, eel, shark, octopus, crab, big, small, fast, slow)</i></p> | <ul style="list-style-type: none"> ❖ Brain Storming ❖ Problem Solving ❖ presenting new words ❖ Cooperative work | <p><u>Introduce the Words:</u></p> <p>Stand the Unit 7 Word Time</p> <p><u>Talk About the Picture:</u></p> <p>1. Students open their Student's Books to page 2. 2. They look at the large scene and name anything they can</p> <p><u>Practise the Words:</u></p> <p>A. Listen and repeat. Students listen and repeat, pointing to each word in the vocabulary box.</p> <p>B. Point and say the words.. Students point to each of the target vocabulary items in the large scene and name them</p> <p>C. Listen and point. Play the recording. Students listen to the sound effects and words</p> <p>D. Write the words. (See pages 32-34.) Students turn to page 32 (My Picture Dictionary), find the picture of each target vocabulary item, and write the word next to it.</p> | <p><u>Workbook</u> Page 2</p> <p><u>A. Look Then write the letter</u> <i>Answer Key</i> 1. d 2. e 3. c 4. a 5. b 6. f</p> <p><u>B.Look and write.</u> <i>Answer Key</i> 1. a big whale 2. a slow octopus 3. a small crab 4. a fast dolphin</p> <p><u>C. Your turn</u> Read And write Student's own answers</p> | <p><u>15MS</u></p> <p><u>10Ms</u></p> <p><u>15Ms</u></p> |
| Activity | Make a poster for the marine animals | Hom e assignment: <u>Write a question and the answer:1</u> 2-   | | | | <u>Self-evaluation :</u> |

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Subject Matter
Unit: 7 At the Aquarium
Lesson: 3 Practice Time
S.B. & W.B. Page 3

Warm up : circle the odd one out
 1- eel shark dog crab
 2- dolphin Cat monkey lion
 3- museum park aquarium animal

| Learning Objectives | Teaching aids | Content | Teaching Strategies | Presentation | Assessment | Time |
|--|--|---|---|--|---|---------------------------------------|
| <p><i>By the end of the lesson , students will be able to :</i></p> <ul style="list-style-type: none"> - practise comparatives - express comparisons | <p>✓ Student's Book page 3</p> <p>✓ Work book page 3</p> <p>✓ Green board</p> <p>✓ Coloured chalk</p> | <p>Structures Comparatives [The (whale) is (bigger) than the (dolphin).]</p> <p>Functions: Expressing comparisons</p> | <p>❖ Brain Storming</p> <p>❖ Chants</p> <p>❖ Problem Solving</p> <p>❖ Pair work</p> <p>❖ Cooperative work</p> | <p>Introduce the Patterns: The (whale) is (bigger) than the (dolphin). Attach the <i>dolphin</i> and <i>whale</i> picture cards to the board</p> <p>Practise the Patterns :</p> <p>A. Listen and repeat. Write the text from the pattern boxes on the board. Play the recording, pointing to each word. Students listen. <i>big , bigger small, smaller fast, faster slow, slower</i></p> <p>B. Listen and repeat. Then practice with a partner . Students listen and repeat, pointing to each picture in their books.</p> <p>C. Look at page 2. Point to the picture and practise with a partner. Students remain in pairs and look at page 20.</p> <p>D. Listen and chant. Students turn to the <i>The Whale Is Bigger Than the Dolphin</i> chant on page 29. They look at the pictures and words and try to read some of the lyrics</p> | <p><u>Workbook</u> Page 3 A. Read and write True or False. <i>Answer Key</i> 1. True 2. False 3. True 4. True 5. False 6. True B. Look and write. <i>Answer Key</i> 1. The shark is faster than the dolphin. 2. The eel is slower than the octopus. 3. The eel is bigger than the crab. 4. The shark is smaller than the whale.</p> | <p><u>10MS</u></p> <p><u>20Ms</u></p> |
| Activity | <p>Real-Life Comparisons. Ask two volunteers to stand up at their desks. Seated students make <i>tall/short</i> comparisons about the two volunteers.</p> | | | | Self-evaluation : | |

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Subject Matter
Unit: 7 At the Aquarium
Lesson: 4 Phonics Time
S.B. & W.B. Page 4

Warm up : circle the odd one out
 1- eel shark dog crab
 2- dolphin Cat monkey lion
 3- museum park aquarium animal

| Learning Objectives | Teaching aids | Content | Teaching Strategies | Presentation | Assessment | Time |
|--|---|--|---|--|---|---------------------------------------|
| <p><i>By the end of the lesson , students will be able to :</i></p> <ul style="list-style-type: none"> - distinguish between sounds of ar, or - associate sound of letters with written form | <ul style="list-style-type: none"> ✓ Student's Book page 4 ✓ Work book page 4 ✓ Green board ✓ Coloured chalk ✓ CD player | <p><u>Sound Focus</u> ar, or (barn, farm, yard, corn, storm, fork)</p> | <ul style="list-style-type: none"> ❖ Brain Storming ❖ Problem Solving ❖ Cooperative work | <p><u>Introduce the sounds :-</u> Say /a:/ Students repeat. Then hold up the barn picture card and say barn, barn. Students repeat. Attach the card to the board. Do the same with farm and yard, first saying the target /a:/ sound. Repeat the procedure for the words corn, fork, and storm.</p> <p><u>Practise the sounds:</u> A. Listen and repeat.: Focus students' attention on the ar and or words at the top of the page. Students listen and repeat, pointing to the pictures and words in their books. B. Does it have ar or or? Listen and circle... 1. shark, shark 2. horn, horn 3. fork, fork 4. dark, dark 5. smart, smart 6. form, form C . Read the sentences. Write the numbers. Then listen. Check answers by pointing to each picture and having students say the corresponding line of the rhyme. <i>Answer Key:</i> 3, 2, 1, 4</p> | <p><u>Workbook</u> <u>Page 5</u> A. Circle and write ar or or. Then number the pictures. <i>Answer Key</i> 1. farm 2. corn 3. storm 4. barn 5. fork 6. lizard The pictures are numbered: 3, 6, 2, 4, 1, 5 B. Fill in the blanks. <i>Answer Key</i> Today we visited Grandpa's farm. Grandpa grows peas and corn in the garden. His horse lives in a big, red barn. A small, green lizard lives there, too. We chased it under the car. There was a storm in the evening. It rained and the sky was dark. We played cards and listened to stories in the house. Grandpa made popcorn.</p> | <p><u>10MS</u></p> <p><u>20Ms</u></p> |
| <u>Home – assignment:</u> | <p><u>Listen and Circle:-</u> 1- barn corn 2- farm fork 3- storm yard</p> | | | | <u>Self-evaluation :</u> | |

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Subject Matter
Unit: 8 At the Safari Park
Lesson: 1 Conversation Time
S.B & W.B Page 5

Warm up:

- 1- What animals can you see at the zoo?
- 2- What is your favourite animal?
- 3 – Which is bigger a lion or an elephant?

| Learning Objectives | Teaching aids | Content | Teaching Strategies | Procedures | Assessment | Time |
|---|---|--|--|---|---|--|
| <p><i>By the end of the lesson , students will be able to :</i></p> <ul style="list-style-type: none"> - express excitement - express opinions - identify speakers in a conversation | <p>✓ <i>Student's Book</i> page 4</p> <p>✓ <i>Work book</i> page 4</p> <p>✓ <i>CD player</i></p> <p>✓ <i>Green board</i></p> <p>✓ <i>Coloured chalk</i></p> | <p><u>Language Focus:</u> Dad! Guess what!/What?/ There's a monkey on the car!/Quick! Shut the window./Look! There it is./Oh, it's cute./It's not cute. It's scary./Don't worry. It won't hurt you./Aw! It's going away.</p> | <p>❖ <i>Role-play</i></p> <p>❖ <i>Brain Storming</i></p> <p>❖ <i>Problem Solving</i></p> | <p><u>Introduce the Conversation:</u> Hold up a picture of a monkey and say monkey. Students repeat. Write monkey on the board. Point to the word and have students read it. <u>Talk About The Picture</u> : Ask Scene 1: Oh my! Something is climbing on the car. What could it be? Scene 2: Oh! There's a monkey on the car. Mona is excited, and Kareem is a little scared. Scene 3: Mona thinks the monkey is cute. Kareem doesn't. Scene 4: Mona is sad that the monkey is leaving.. <u>Practise The Conversation:</u> A. Listen and repeat. B. Listen and point to the speakers. C. Role-play the conversation with a.. D. Review. Listen and repeat.</p> | <p><u>A. Fill in the blanks.</u> 1. Dad! Guess what! 2. What? 3. There's a monkey on the car! 4. Quick! Shut the window. 5. Look! There it is. 6. Oh, it's cute. 7. It's not cute. It's scary. 8. Don't worry. It won't hurt you. 9. Aw! It's going away.</p> <p><u>B. Look and write.</u> 1. Guess what! What? There's a mouse under the bed. Quick! Jump on the bed. 2. Guess what! What? There's a lizard outside the door. Quick! Shut the door.</p> | <p><u>15Ms</u></p> <p><u>5Ms</u></p> <p><u>10Ms</u></p> |
| Activity | <u>Missing Words.</u> Write the conversation on the board with missing words. | | | <u>Self-evaluation :</u> | | |

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Subject Matter
Unit: 8 At the Safari Park
Lesson: 2 Word Time
S.B & W.B Page 6



Warm up: Conversation Review: Listen and complete
 There's a on the car!// *Shut the.....*
 Oh, it's/It's/Don't It won't you./

| Learning Objectives | Teaching aids | Content | Teaching Strategies | Procedures | Assessment | Time |
|--|---|---|--|---|---|--|
| <p><i>By the end of the lesson , students will be able to :</i></p> <p>- identify vocabulary: wild animals & adjectives to describe them</p> <p>- read words</p> | <p>✓ <i>Student's Book</i></p> <p>page 6</p> <p>✓ <i>Work book</i></p> <p>page 6</p> <p>✓ <i>Green board</i></p> <p>✓ <i>Coloured chalk</i></p> <p>✓ <i>CD player</i></p> | <p><u>Vocabulary</u></p> <p>Wild animals and adjectives to describe them (elephant, cheetah, giraffe, snake, turtle, chimpanzee, tall, short, fat, thin)</p> | <p>❖ <i>Brain Storming</i></p> <p>❖ <i>Problem Solving</i></p> | <p><u>Introduce the Words</u> <i>elephant, cheetah, giraffe, snake, turtle, chimpanzee, tall, short, fat, thin</i></p> <p><u>Talk About the Picture</u> 1. Students open their Student's Books to page 6. They look at the large scene and name anything they can.</p> <p><u>Practise the Words</u> A. Listen and repeat. Students listen and repeat, pointing to each word in the vocabulary box. B. Point and say the words. Students point to each of the target vocabulary items in the large scene and name them. C. Listen and point. Play the recording. Students listen to the sound effects and words. D. Write the words. (See pages 32–34.) Students turn to page 32 (My Picture Dictionary), find the picture of each target vocabulary item, and write the word next to it.</p> | <p><u>A. Fill in the Word Time, Page 6</u> A. Unscramble, write, and circle. <u>Answer Key</u> 1. cheetah (first picture) 2. giraffe (second picture) 3. chimpanzee (second picture) 4. turtle (second picture) 5. elephant (first picture) 6. snake (first picture) B. Look and write. <u>Answer Key</u> 1. She's tall. 2. He's short. 3. She's fat. 4. She's thin. C. Look and write. <u>Answer Key</u> 1. The chimpanzee is short. 2. The giraffe is tall. 3. The snake is thin. 4. The elephant is fat.</p> | <p><u>10Ms</u></p> <p><u>5Ms</u></p> <p><u>20Ms</u></p> |
| <i>Activity</i> | <u>Circle the odd one out and replace it with a correct one :</u> | | | | <u>Self-evaluation :</u> | |

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Subject Matter
Unit: 8 At the Safari Park
Lesson: 3 Practice Time
S.B & W.B Page 7

Warm up: **Vocabulary Review:**
 Revise the vocabulary of the previous lesson.

| Learning Objectives | Teaching aids | Content | Teaching Strategies | Procedures | Assessment | Time |
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| <p><i>By the end of the lesson , students will be able to :</i></p> <p>- practise <i>Superlatives</i></p> <p>- Ask questions concerning superlatives</p> | <p>✓ Student's Book page 7</p> <p>✓ Work book page 7</p> <p>✓ Green board</p> <p>✓ Coloured chalk</p> <p>✓ CD Player</p> | <p>Language Focus: <i>Superlatives</i> <i>[Which one is the (tallest)? The (giraffe) is the (tallest).]</i></p> <p>Function: Asking questions concerning superlatives</p> | <p>❖ Brain Storming</p> <p>❖ Problem Solving</p> <p>❖ Chants</p> <p>❖ Pair work</p> | <p>Introduce the Patterns 1. Superlative forms. 2. Which one is the (tallest)? The (giraffe) is the (tallest) 3. Practice for Fluency. <u>Practise the Patterns</u> Students open their Student's Books to page 35. A. Listen and repeat. Write the text from the pattern boxes on the board., pointing to each word.Students listen. A: Which one is the tallest? B: The giraffe is the tallest. B. Listen and repeat. Then practice with a partner. Students listen and repeat, pointing to each picture in their books. C. Look at page 6. Point to the picture and practise with a partner. D. Listen and sing along. 1. Students turn to the Which One Is the Tallest? song on page 29.</p> | <p>Practice Time, Page 7 A. Circle and write. For each number, <i>Answer Key</i> 1. Which one is the fattest? The snake is the fattest. 2. Which one is the shortest? The turtle is the shortest. 3. Which one is the fattest? The elephant is the fattest. 4. Which one is the slowest? The turtle is the slowest. B. Write the questions and answers. <i>Answer Key</i> 1. Which one is the tallest? The giraffe is the tallest. 2. Which one is the shortest? The turtle is the shortest. 3. Which one is the fattest? The elephant is the fattest.</p> | <p><u>10MS</u></p> <p><u>20Ms</u></p> |
| Home-assignment | <p>Choose the correct answer : Write the question and the answer: 1.  2- </p> | | | | <u>Self-evaluation :</u> | |

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Subject Matter
Unit: 8 At the Safari Park
Lesson: 4 Phonics Time
S.B & W.B Page 8

Warm up: Warm-Up and Review : Pattern
Review: Comparatives and Superlatives.

| Learning Objectives | Teaching aids | Content | Teaching Strategies | Procedures | Assessment | Time |
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| <p><i>By the end of the lesson , students will be able to :</i></p> <p>- distinguish between sounds of ou, ow</p> <p>- associate sound of letters with written form</p> | <p>✓ <i>Student's Book</i></p> <p>page 8</p> <p>✓ <i>Work book</i></p> <p>page 8</p> <p>✓ <i>Green board</i></p> <p>✓ <i>Coloured chalk</i></p> <p>✓ <i>CD player</i></p> | <p>Sound Focus :</p> <p>ou, ow (house, mouse, mouth, brown, gown, town)</p> | <p>❖ <i>Brain Storming</i></p> <p>❖ <i>Problem Solving</i></p> | <p><u>Introduce the sounds</u> :- Write <i>ou</i> on the board to the right of the house picture card. Say while pointing to the letters. Students repeat..</p> <p><u>Practise the sounds:</u></p> <p>A. Listen and repeat.: Focus students' attention on the ou and ow words at the top of the page. Play the recording. Students listen and repeat, pointing to the pictures and words in their books..</p> <p>B. Do they both have the same vowel sound?</p> <p>Listen and circle tick or x.</p> <p>Check answers by saying Number 1. cloud, Mouse</p> <p>C . Read the sentences. Write the numbers. Then listen.</p> <p>Students read the sentences and write the number of each line of the rhyme next to the corresponding pictur</p> | <p>Workbook Page 8</p> <p>A. Does it have ou or ow? Look and write.</p> <p><i>Answer Key</i></p> <p>1. town 2. cow 3. mouse 4. cloud 5. shout 6. gown 7. house 8. mouth</p> <p>B. Fill in the blanks. Use some words twice.</p> <p><i>Answer Key</i></p> <p>1. The mouse is climbing the mountain. 2. The man is shouting. His mouth is open. 3. There are five flowers. 4. The cows are eating the grass. 5. There are two clouds in the sky. 6. There is a little house on the mountain.</p> | <p><u>10MS</u></p> <p><u>20Ms</u></p> |
| Activity | <p>Spell and Sort. Students make two columns on a piece of paper and label one column <i>ou</i> and the other <i>ow</i>. Say <i>mouse</i></p> | | | <u>Self-evaluation :</u> | | |

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Subject Matter
Unit: 9 By the Seashore
Lesson: 1 Conversation Time
S.B & W.B Page 9

Warm up: Phonics Review: Categorize. Write ou and ow in a row on the board. Point to each combination and elicit its sound. Give some words with ou or ow.

| Learning Objectives | Teaching aids | Content | Teaching Strategies | Procedures | Assessment | Time | | | | | | | | | | |
|---|---|---|--|---|---|---|------------|-----|---------|--------|-----|----------|----|---------|--|--|
| <p><i>By the end of the lesson , students will be able to :</i></p> <p>- express excitement</p> <p>- congratulate others</p> <p>- identify speakers in a conversation</p> | <p>✓ <i>Student's Book</i></p> <p>page 9</p> <p>✓ <i>Work book</i></p> <p>page 9</p> <p>✓ <i>Green board</i></p> <p>✓ <i>cD player</i></p> | <p>Language Focus: <i>Oh! I missed the ball./We won! We won!/ Congratulation s./ Nice game. It was close./Yeah, it was./Do you want to play again?/Sure./T his time we'll win./We'll see.</i></p> <p>Function: Expressing excitement; congratulating others</p> | <p>❖ <i>Brain Storming</i></p> <p>❖ <i>Problem Solving</i></p> <p>❖ <i>Role play</i></p> | <p><u>Introduce the Conversation</u></p> <p>1. Clarify word meaning.</p> <p>2. Bring four students to the front of the classroom. Stand behind each student and model his/her lines of the conversation with the following actions:</p> <p><u>Talk About the Picture</u></p> <p>Scene 1: Mona and Kareem are playing volleyball with friends. Mona and Kareem lost the game and they're sad.</p> <p>Scene 2: Mona and Kareem are congratulating the other team. They are shaking hands.</p> <p>Scene 3: The kids are all sitting on the pier and they're talking.</p> <p>Scene 4: The kids are going to play another game of volleyball.</p> <p><u>Practise the Conversation</u></p> <p>A. Listen and repeat. Students listen and repeat.</p> <p>B. Listen and point to the speakers.</p> <p>C. Role-play the conversation with three other students.</p> <p>D. Review. Listen and repeat.</p> | <p>Workbook Page 9</p> <p>Fill in the blanks.</p> <p><i>Answer Key</i></p> <p>1. Oh, no! <u>I missed it!</u></p> <p>2. We won! We won!</p> <p>3. <u>Congratulations.</u></p> <p>4. N ice game. <u>It was close.</u></p> <p>5. Yeah, <u>it was.</u></p> <p>6. <u>Do you want to play again?</u></p> <p>7. Sure. And this time, we'll win.</p> <p>8. We'll see.</p> | <p><u>10MS</u></p> <p><u>5Ms</u></p> <p><u>15Ms</u></p> | | | | | | | | | | |
| <p><i>Home-assignment</i></p> | <p>Circle the odd word and replace it with a correct one:-</p> <table><tr><td>1- tall</td><td>short</td><td>chimpanzee</td><td>fat</td><td>(.....)</td></tr><tr><td>2- cry</td><td>eat</td><td>shortest</td><td>go</td><td>(.....)</td></tr></table> | | | | 1- tall | short | chimpanzee | fat | (.....) | 2- cry | eat | shortest | go | (.....) | <p><u>Self-evaluation :</u></p> | |
| 1- tall | short | chimpanzee | fat | (.....) | | | | | | | | | | | | |
| 2- cry | eat | shortest | go | (.....) | | | | | | | | | | | | |

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Subject Matter

Unit: 9 By the Seashore

Lesson: 2 Word Time

S.B & W.B Page 10

Warm up: Conversation Review: Listen and write:

Oh! I missed the ball./We won! We won!/
Congratulations./ Nice game. It was close./Yeah, it was./Do you want to play again?/Sure./This time we'll win./We'll see.

| Learning Objectives | Teaching aids | Content | Teaching Strategies | Procedures | Assessment | Time |
|--|--|--|--|---|--|---|
| <p>By the end of the lesson , students will be able to :</p> <p>- identify vocabulary: Outdoor activities</p> <p>- read words</p> <p>- write words</p> | <p>✓ Student's Book</p> <p>page 10</p> <p>✓ Work book</p> <p>page 10</p> <p>✓ Green board</p> <p>✓ cD player</p> | <p>Vocabulary</p> <p>Outdoor activities (play ping-pong, play volleyball, snorkel, go fishing, go horseback riding, go sailing, in-line skate, listen to music)</p> | <p>❖ Brain Storming</p> <p>❖ Problem Solving</p> <p>❖ Cooperative work</p> | <p>Introduce the Words</p> <p>Outdoor activities (play ping-pong, play volleyball, snorkel, go fishing, go horseback riding, go sailing, in-line skate, listen to music)</p> <p>Talk About the Picture</p> <p>1. Students open their Student's Books to page 6. They look at the large scene and name anything they can.</p> <p>Practise the Words</p> <p>A. Listen and repeat.</p> <p>Students listen and repeat, pointing to each word in the vocabulary box.</p> <p>B. Point and say the words.</p> <p>Students point to each of the target vocabulary items in the large scene and name them.</p> <p>C. Listen and point.</p> <p>Go sailing./Go fishing./Play ping-pong./Play volleyball./Listen to music./In-line skate. Snorkel./Go horseback riding./Now listen and point to the speakers.</p> <p>A: Which one do you want? (children with ice cream)</p> <p>B: I don't know.</p> <p>A: Please make up your mind.</p> <p>B: Okay. I'll take this one.</p> <p>A: Go faster! Go faster! (children in-line skating)</p> <p>B: Are you sure</p> <p>D. Write the words. (See pages 32–34.)</p> | <p>Workbook Page 10</p> <p>A. Look and read. Then write.</p> <p>Answer Key</p> <p>1. K areem will snorkel with Maged and Kim on Saturday.</p> <p>2. K areem will play ping-pong with Mona on Sunday.</p> <p>3. K areem will go horseback riding with Samy on Thursday.</p> <p>4. K areem will play volleyball with Mona on Wednesday.</p> <p>5. K areem will go fishing with Dad on Friday.</p> <p>6. K areem will in-line skate and listen to music with Maged on Tuesday.</p> <p>B. Look and write.</p> <p>Answer Key</p> <p>1. He's going sailing.</p> <p>2. They're playing ping-pong.</p> <p>3. He's in-line skating.</p> <p>4. She's listening to music.</p> <p>5. He's snorkelling.</p> <p>6. They're going fishing.</p> | <p><u>10Ms</u></p> <p><u>5Ms</u></p> <p><u>20Ms</u></p> |
| Home-assignment | <p>Fill in the blanks using the words in the box:- (started – went – mouse – in)</p> <p>A silly little mouse lived(1)..... a big house. She(2)..... to town in an evening gown. She met a brown trout and(3)..... to shout. "Please don't shout, little(4).....," said the trout.</p> | | | | | <p><u>Self-evaluation :</u></p> |

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Subject Matter
Unit: 9 By the Seashore
Lesson: 3 Practice Time
S.B & W.B Page 11

Warm up: Word Review: put the following words in complete sentences:
 play ping-pong, play volleyball, snorkel, go fishing, go horseback riding, go sailing, in-line skate, listen to music

| Learning Objectives | Teaching aids | Content | Teaching Strategies | Procedures | Assessment | Time |
|--|---|--|---|---|---|---|
| <p><i>By the end of the lesson , students will be able to :</i></p> <p>- practise <i>Wh-questions with what; affirmative statements with like to+ infinitive</i></p> <p>- Ask questions about what someone likes to do</p> | <p>✓ <i>Student's Book</i></p> <p>page 11</p> <p>✓ <i>Work book</i></p> <p>page 11</p> <p>✓ <i>Green board</i></p> <p>✓ <i>CD player</i></p> | <p><u>Structures</u> <i>Wh- questions with what; affirmative statements with like to+ infinitive [What do (you) like to do? (I) like to (listen to music)./What does (he) like to do? (He) likes to (listen to music).]</i></p> <p>Function: Asking about what someone likes to do</p> | <p>❖ <i>Brain Storming</i></p> <p>❖ <i>Problem Solving</i></p> <p>❖ <i>Chants</i></p> <p>❖ <i>Pair work</i></p> | <p><u>Introduce the Patterns</u></p> <p>1. Pronoun Review. 2. What do (you) like to do? (I) like to (listen to music). 3. What does (he) like to do? (He) likes to (listen to music). 4. Practice for Fluency.</p> <p><u>Practise the Patterns</u> Students open their Student's Books to page 11.</p> <p>A. Listen and repeat. Write the text from the pattern boxes on theboard., pointing to each word .Students listen.</p> <p>B. Listen and repeat. Then practice with a partner. Students listen and repeat, pointing to each picture in their books. Students practice numbers 1–6 in pairs.</p> <p>C. Look at page 10. Point to the picture and practise with a partner. Students remain in pairs and look at page 10. They then take turns asking and answering questions about the characters in the large scene using the new patterns and vocabulary items.</p> <p>D. Listen and chant 1.Students turn to the What Do You Like to Do? chant on page 30. They look at the pictures and words and try to read some of the lyrics.</p> | <p>Practice Time, Page 11 A. Read and write the words. Then write√ <u>Answer Key</u> 1. What do you like to do? I like to go horseback riding. (first picture) 2. What does he like to do? He <u>likes</u> to go sailing. (second picture) 3. What do you like to do? We <u>like</u> to listen to music. (second picture) B. Look and write. <u>Answer Key</u> 1. What does she like to do? She likes to go fishing. 2. What does he like to do? He likes to play volleyball. 3. What do they like to do? They like to in-line skate. 4. What does it like to do? It likes to go fishing.</p> | <p><u>10MS</u></p> <p><u>20Ms</u></p> |
| Activity | Survey. Students create a survey on a sheet of paper by writing <i>Name</i> and <i>What do you like to do?</i> in a row at the top of the paper. Students then work in groups of five to six and ask their classmates <i>What do you like to do?</i> | | | Home-assignment: Punctuate let s visit cairo 2.what do ahmed and ali lke | | |

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Subject Matter
Unit: 9 By the Seashore
Lesson: 4 Phonics Time
S.B & W.B Page 12

Warm up : Pattern Review: Chant. Play the Unit 9 chant *What Do You Like To Do?* Students listen. Play the chant again and have students chant along..
Phonics Review: Write *ar, or, ou,* and *ow* on the board. Point to each combination and elicit its sound.

| Learning Objectives | Teaching aids | Content | Teaching Strategies | Procedures | Assessment | Time |
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| <p><i>By the end of the lesson , students will be able to :</i></p> <ul style="list-style-type: none"> - distinguish between different sounds of oo - associate sounds of letters with written form | <ul style="list-style-type: none"> ✓ <i>Student's Book</i> page 12 ✓ <i>Work book</i> page 12 ✓ <i>Black Board</i> - <i>CD player</i> - <i>Picture Cards</i> | <p>Sound Focus: oo (cook, look, wood, broom, moon, noodle))</p> | <ul style="list-style-type: none"> ❖ <i>Brain Storming</i> ❖ <i>Problem Solving</i> ❖ <i>Cooperative work</i> | <p><u>Introduce the Sounds</u> oo (cook, look, wood, broom, moon, noodle)</p> <p><u>Practise the Sounds</u> Students open their Student's Books to page 12.. A. Listen and repeat. Focus students' attention on the oo words at the top of the page. Play the recording. Students listen and repeat, pointing to the pictures and words in their books. B. Which word has a different oo sound? Listen and circle. 1. <i>book, boot, cook book, boot, cook</i> 2. <i>kangaroo, moon, foot kangaroo, moon, foot</i> 3. <i>moose, school, hood moose, school, hood</i> 4. <i>scooter, hook, zoo scooter, hook, zoo</i> 5. <i>rooster, took, wood rooster, took, wood</i> <i>Answer Key:</i> 1. boot 2. foot 3. hood 4. hook 5. rooste C. Read the sentences. Write the numbers. Then listen. <i>Ms. Hood and her poodle went to the zoo.</i> <i>They saw a red rooster and a kangaroo.</i> <i>They looked at a moose, and they looked at the moon.</i> <i>And then they went to school on a scooter.</i> <u>Answer Key:</u> 4, 3, 2, 1</p> | <p align="center"><u>Workbook</u> <u>Page 12</u></p> <p>A. Which word has a different oo sound? Read and circle. <i>Answer Key</i> 1. wood 2. moon 3. rooster 4. school 5. took B. Read and match. <i>Answer Key</i> 1. matches the first picture in the second column 2. matches the second picture in the second column 3. matches the second picture in the first column 4. matches the first picture in the first column</p> | <p><u>5 MS</u></p> <p><u>20Ms</u></p> |
| Activity | Continuous Story. Divide the class into groups of three to four. A student in each group (S1) begins by writing a sentence that includes two oo words at the top of a piece of paper. S1 then passes the paper to another student in the group (S2). | | | Home-assignment | WB page 12Ex C. C. Look at B and write the oo words in the correct category. <i>cookie: foot, wood, book, cooked, looked, stood</i> <i>broom: baboon, spoon, poodle, rooster, moose, moon</i> | |

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Subject Matter
Review 1
 Story Time *S.B & W.B* Page13

Warm up. Review Units 7–9 Conversations, Vocabulary, and Patterns. Students turn to each Conversation Time page (pages 1, 5, and 9), Word Time page (pages 2, 6, and 10), and Practice Time page (pages 3, 7, and 11). Elicit each conversation, vocabulary item, and pattern.

| Learning Objectives | Teaching aids | Content | Teaching Strategies | Procedures | Assessment | Time |
|---|--|---|--|--|--|--|
| <p><i>By the end of the lesson , students will be able to :</i></p> <p>- revise previously learned items</p> <p>- revise units 7–9 conversation, vocabulary, and patterns</p> | <p>✓ <i>Student's Book</i></p> <p>page 13</p> <p>✓ <i>Work book</i></p> <p>page 13</p> <p>✓ <i>Green board</i></p> <p>✓ <i>CD player</i></p> | <p>Review Focus:</p> <p>Units 7–9 conversation, vocabulary, and patterns</p> | <p>❖ <i>Brain Storming</i></p> <p>❖ <i>Problem Solving</i></p> <p>❖ <i>Pair work</i></p> | <p>Work with the Pictures</p> <p>Scene 1: Who's playing a game? Scene 2: Which one is the tallest? Scene 3: Does Sokkar like to play games? Scene 4: Which one is the <i>biggest</i>? Is Sokkar right? Scene 5: Does Sokkar want to play again? Scene 6: Which puppet is the <i>cutes</i>?</p> <p>Work with the Text</p> <p>Point to Sokkara's speech bubble in Scene 1. A volunteer tries to read what Sokkara is saying. If he/she reads correctly, do the same with Sokkar's speech bubble.</p> <p>Practise the Story</p> <p>A. Listen and repeat. B. Look at A. Listen and point. C. Listen. Circle True or False.</p> <p>1. Sokkara wants to play a game. 2. The elephant is taller than the giraffe. 3. Sokkar doesn't like to play this game. 4. The whale is the smallest. 5. Sokkar says, "You're the cutest." <i>Answer Key:</i> 1. True 2. False 3. False 4. False 5. True</p> <p>D. Role-play these scenes.</p> | <p>Page 13</p> <p>A. Look and write. <i>Answer Key</i> 1. Oh! I missed the ball! 2. U m, okay. I'll take that one. 3. Dad, the cashier is over here. 4. Aw! It's going away.</p> <p>B. Read and write. <i>Answer Key</i> 1. I s it a giraffe? No, it isn't. It's a shark. 2. I s it an eel? Yes, it is. 3. I s it a chimpanzee? No, it isn't. It's an elephant. 4. I s it a shark? No, it isn't. It's a cheetah. 5. I s it a crab? Yes, it is. 6. I s it a dolphin? Yes, it is. .</p> | <p><u>10MS</u></p> <p><u>10Ms</u></p> <p><u>20Ms</u></p> |
| Home-assignment | <p><u>Circle the odd word and replace it with a correct one:-</u></p> <p>1- play go listen horse (.....) 2- socks football shirts shorts (.....) 3- three four ten music (.....)</p> | | | | <p><u>Self-evaluation :</u></p> | |

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Subject Matter

Review 1

Activity Time *S.B & W.B*

~~SB & WB Page 14~~

Warm up: 1. Review Units 7–9 Vocabulary, Patterns, and Sounds. Students turn to each Word Time page (pages 2, 6, and 10), Practice Time page (pages 3, 7 and 11), and Phonics Time page (pages 4, 8, and 12). Elicit each vocabulary item,

| Learning Objectives | Teaching aids | Content | Teaching Strategies | Procedures | Assessment | Time |
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| <p>By the end of the lesson , students will be able to :</p> <p>- revise previously learned items</p> <p>- revise units 7–9 vocabulary, patterns, and sounds</p> | <p>✓ Student's Book</p> <p>page 13</p> <p>✓ Workbook</p> <p>page 13</p> <p>✓ Green board</p> <p>✓ cD player</p> | <p>Review Focus:</p> <p>Units 7–9 vocabulary, patterns, and sounds</p> | <p>❖ Brain Storming</p> <p>❖ Problem Solving</p> <p>❖ Pair work</p> <p>❖ Cooperative work</p> | <p>Review</p> <p>A. Listen and write.</p> <p><u>Answer Key:</u></p> <p>1. The <u>house</u> and <u>barn</u> are on the <u>farm</u>.</p> <p>2. The <u>fork</u> and <u>broom</u> are in the yard.</p> <p>3. Can a <u>poodle</u> <u>cook</u> <u>corn</u>?</p> <p>B. Read and circle True or False.</p> <p><u>Answer Key:</u></p> <p>1. True 2. False</p> <p>3. True</p> <p>C. What do you like to do? Ask your classmates. Write their names.</p> <p><u>Answer Key:</u></p> <p>Answers will vary.</p> | <p>A. Read and write.</p> <p><u>Answer Key</u></p> <p>1. The whale is bigger than the elephant.</p> <p>2. The cheetah is faster then the turtle.</p> <p>3. The eel is smaller than the dolphin.</p> <p>4. The crab is slower than the giraffe.</p> <p>B. Look and write.</p> <p><u>Answer Key</u></p> <p>1. Which one is the tallest? The giraffe is the tallest.</p> <p>2. Which one is the fattest? The elephant is the fattest.</p> <p>3. Which one is the thinnest? The snake is the thinnest.</p> <p>4. Which one is the shortest? The turtle is the shortest.</p> <p>C. Write the words in the correct category.</p> <p><u>Answer Key</u></p> <p><i>oo:</i> broom, spoon <i>ar:</i> barn, yard</p> <p><i>ou:</i> mouse, house <i>oo:</i> wood, cook</p> <p><i>or:</i> corn, fork</p> <p><i>ow:</i> gown, town do? It likes to go fishing.</p> | <p><u>10MS</u></p> <p><u>10Ms</u></p> <p><u>10Ms</u></p> |
| Activity | <p>Survey. Students create a survey on a sheet of paper by writing <i>Name</i> and <i>What do you like to do?</i> in a row at the top of the paper. Students then work in groups of five to six and ask their classmates <i>What do you like to do?</i></p> | | | | | <p><u>Self-evaluation :</u></p> |

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Subject Matter
Unit: 10 At The Summer Camp
Lesson: 1 Conversation Time
S.B & W.B Page 15

Warm up : Phonics Review: Chant. Write *cook, foot, wood, moon, pool, and tooth* on the board. Point to each word and have students read it. Then establish a 4-beat rhythm. Point to the cook card and, on beats 1 and 2, say *What's that?* On beats 3 and 4, say *It's cook.* Then touch the foot card, ask *What's this?* again on the first 2 beats, and elicit *It's foot* on beats 3 and 4. Do the same with the

| Learning Objectives | Teaching aids | Content | Teaching Strategies | Procedures | Assessment | Time |
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| <p><i>By the end of the lesson , students will be able to :</i></p> <ul style="list-style-type: none"> - express enthusiasm - express and accept compliments - identify speakers in a conversation | <p>✓ <i>Student's Book</i> page 15</p> <p>✓ <i>Work book</i> page 15</p> <p>✓ <i>Green Board</i></p> <p>- <i>CD player</i></p> | <p>Language Focus: <i>Wow! What a cool kite!/Thanks. I made it myself./You're kidding!/No, it's true. I made it./Was it hard?/No, it was easy. I'll show you./Great! What do we need?/Paper and string. Let's get some</i></p> <p>Function: Expressing enthusiasm; expressing and accepting compliments</p> | <p>❖ <i>Brain Storming</i></p> <p>❖ <i>Problem Solving</i></p> <p>❖ <i>Role-play</i></p> <p>❖ Discussion</p> | <p><u>Introduce the Conversation</u> 1. Clarify word meaning. 2. Bring two students to the front of the classroom. Stand behind each student and model his/her lines of the conversation with the following actions: 3. Divide the class into Groups A and B, and model each line of the conversation again. Group A repeats the first line of the conversation, Group B repeats the second line, and so on.</p> <p><u>Talk About the Picture</u> Scene 1: Mike and Laila are at an after school activity centre. Laila made a beautiful kite. It has a butterfly on it. She's very proud of her kite. Scene 2: Those two children are playing a game of chess. Scene 3: There's a girl knitting a sweater. Scene 4: There's some paper and string. There isn't any paint. That boy is playing the trumpet.</p> <p><u>Practise the Conversation</u> A. Listen and repeat. Play the recording (first version of the conversation). Students listen and repeat. B. Listen and find the speakers. Play the recording (second version of the conversation) C. Role-play the conversation with three other students. Students choose a partner and role-play the conversation. D. Review. Listen and repeat. Volunteers try to read or guess the Puppets' conversation.</p> | <p><u>Workbook</u> <u>Page 15</u> A. Fill in the blanks. <i>Answer Key</i> 1. I made it myself. 2. You're kidding! 3. Was it hard? 4. I'll show you. 5. What do we need? 6. Paper and string. B. Read and match. <i>Answer Key</i> 1. matches the picture in the first column 2. matches the second picture in the second column 3. matches the first picture in the second column</p> | <p><u>5 MS</u></p> <p><u>10M</u></p> <p><u>15Ms</u></p> |
| Activity | Substitution. Write <i>fried rice and sandwich</i> on the board, and divide the class into pairs. Each pair practices the conversation using the two new items. For example: A: <i>Wow! What a cool sandwich!</i> B: <i>Thanks. I made it myself.</i> A: <i>You're kidding.</i> B: <i>No, it's true. I made it.</i> A: <i>Was it hard?</i> B: <i>No, it was easy. I'll show you.</i> | | | Home-assignment | <u>Choose:1.</u> (Do – does – Is – Can) you want to play again? 2. I like to(playing – play – plays – played) again. 3. You are (Kid – easy – hard – kidding). 4. What do you (need - needs – needed – needing)? | |

Self-evaluation :

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Subject Matter

Unit: 10 At The Summer Camp

Lesson: 2 Word Time

S.B & W.B Page 16

Warm up: Conversation Review: Listen and write:

Wow! What a cool kite!/Thanks. I made it myself./You're kidding!/No, it's true. I made it./Was it hard?/No, it was easy. I'll show you./Great! What do we need?/Paper and string. Let's get some.

| Learning Objectives | Teaching aids | Content | Teaching Strategies | Procedures | Assessment | Time |
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| <p><i>By the end of the lesson , students will be able to :</i></p> <ul style="list-style-type: none"> - identify vocabulary: fun activities - read words - write words | <ul style="list-style-type: none"> ✓ Student's Book page 16 ✓ Work book page 16 ✓ Green board ✓ cD player | <p>Vocabulary Fun activities (collect stickers, sing, build a model, take a nap, read a comic book, make a video, paint, cycle)</p> | <ul style="list-style-type: none"> ❖ Brain Storming ❖ Problem Solving ❖ Cooperative work | <p><u>Introduce the Words</u> Fun activities (collect stickers, sing, build a model, take a nap, read a comic book, make a video, paint, cycle)</p> <p><u>Talk About the Picture</u> This man is tired. He's taking a nap. Ramy is reading comic books. This girl is building models, and the triplets are busy collecting stickers. Mona is making a video of Kim singing. Hoda is painting, and this girl is cycling. She's wearing a helmet.</p> <p><u>Practise the Words</u> A. Listen and repeat. Students listen and repeat, pointing to each word in the vocabulary box. B. Point and say the words. Students point to each of the target vocabulary items in the large scene and name them. C. Listen and point. <i>Sing./Cycle./Paint./Take a nap./Make a video. Build a model./Read a comic book./Collect stickers. Now listen and point to the speakers.</i> A: I won! I won! (girls playing video games) B: Congratulations! Do you want to play again? A: Sure. A: Which one do you want? (girls with stickers) B: Oh, I don't know. They're all cute. A: Are you finished? (boy and girl at easel) B: No, not yet. A: Please hurry.</p> <p>D. Write the words. (See pages 32–34.)</p> | <p><u>Workbook Page 16</u> A. Look. Then number the words. <i>Answer Key</i> 1 cycle 5 read a comic book 7 collect stickers 3 sing 4 paint 6 take a nap 2 make a video 8 build a model B. What will they do in the summer? Look and write. <i>Answer Key</i> 1. He'll build a model. 2. She'll sing. 3. They'll read comic books. 4. She'll cycle. 5. He'll collect stickers. 6. They'll take a nap. 7. She'll paint. 8. He'll make a video.</p> | <p><u>10MS</u></p> <p><u>5Ms</u></p> <p><u>20Ms</u></p> |
| Activity | <p>What Do You Like to Do? Write <i>What do you like to do?</i> on the board. Point to the sentence and have students read it. Then divide the class into pairs. Students in each pair ask their partner <i>What do you like to do?</i></p> | | | | <u>Self-evaluation :</u> | |

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Subject Matter
Unit: 10 At The Summer Camp
Lesson: 3 Practice Time
S.B & W.B Page 17

Warm up: Word Review: put the following words in complete sentences:
 collect stickers, sing, build a model, take a nap, read a comic book, make a video, paint, cycle)

| Learning Objectives | Teaching aids | Content | Teaching Strategies | Procedures | Assessment | Time |
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| <p><i>By the end of the lesson , students will be able to :</i></p> <p>- practise affirmative and negative statements with <i>like + gerund</i></p> <p>- express likes and dislikes</p> | <p>✓ <i>Student's Book</i> page 17</p> <p>✓ <i>Work book</i> page 17</p> <p>✓ <i>Green board</i></p> <p>✓ <i>CD player</i></p> | <p>Structures Affirmative and negative statements with <i>like + gerund</i>; conjunctions (<i>but</i>) [(<i>We like (singing), but (we) don't like (building models)./(She) likes (singing), but (she) doesn't like (building models).]</i>)</p> <p>Function: Expressing likes and dislikes</p> | <p>❖ <i>Brain Storming</i></p> <p>❖ <i>Problem Solving</i></p> <p>❖ <i>Chants</i></p> <p>❖ <i>Pair work</i></p> | <p>Introduce the Patterns 1. Pronoun Review. 2. (I) like (singing), but (I) don't like (cycling). 3. (She) likes (singing), but (she) doesn't like (cycling). 4. Practice for Fluency.</p> <p>Practise the Patterns Students open their Student's Books to page 11.</p> <p>A. Listen and repeat. Write the text from the pattern boxes on theboard., pointing to each word .Students listen.</p> <p>B. Listen and repeat. Then practice with a partner. Students listen and repeat, pointing to each picture in their books. Students practice numbers 1–6 in pairs.</p> <p>C. Look at page 16. Point to the picture and practise with a partner. Students remain in pairs and look at page 10. They then take turns asking and answering questions about the characters in the large scene using the new patterns and vocabulary items.</p> <p>D. Listen and chant 1.Students turn to the What Do You Like to Do? chant on page 30. They look at the pictures and words and try to read some of the lyrics.</p> | <p>Practice Time, Page 17 A. Read and write. Then number the pictures. <i>Answer Key</i> 1. I like cycling, but I don't like collecting stickers. 2. She likes making videos, but she doesn't like building models. 3. We like painting, but we don't like taking naps. 4. She likes singing, but she doesn't like reading comic books. numbered: 1, 4, 2, 3 B. Look and write. <i>Answer Key</i> 1. She likes singing, but she doesn't like cycling. 2. He likes reading comic books, but he doesn't like painting. 3. They like building models, but they don't like taking naps. 4. She likes collecting stickers, but she doesn't like making videos.</p> | <p><u>10MS</u></p> <p><u>20Ms</u></p> |
| Activity | <p>Survey. Students create a survey on a sheet of paper by writing <i>Name</i> and <i>What do you like to do?</i> in a row at the top of the paper. Students then work in groups of five to six and ask their classmates <i>What do you like to do?</i></p> | | | | | <u>Self-evaluation :</u> |

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Subject Matter
Unit: 10 At The Summer Camp
Lesson: 4 Phonics Time
S.B & W.B Page 18

Warm up: Word Review: put the following words in complete sentences:
 collect stickers, sing, build a model, take a nap, read a comic book, make a video, paint, cycle)

| Learning Objectives | Teaching aids | Content | Teaching Strategies | Procedures | Assessment | Time |
|---|--|---|--|--|---|---|
| <p><i>By the end of the lesson , students will be able to :</i></p> <p>- distinguish between sounds of er, ir, ur</p> <p>- associate sound of letters with written form</p> | <p>✓ <i>Student's Book</i> page 18</p> <p>✓ <i>Work book</i> page 18</p> <p>✓ <i>Green board</i></p> <p>✓ <i>CD player</i></p> | <p>Sound Focus : er, ir, ur (<i>clerk, dessert, bird, shirt, curry, purse</i>)</p> | <p>❖ <i>Brain Storming</i></p> <p>❖ <i>Problem Solving</i></p> | <p><u>Introduce the sounds</u> er, ir, ur (clerk, dessert, bird, shirt, curry, purse) <u>Practise the sounds:</u></p> <p>A. Listen and repeat. : Focus students' attention on the ou and ow words at the top of the page. Play the recording. Students listen and repeat, pointing to the pictures and words in their books..</p> <p>B. Do they both have the same vowel sound?</p> <p>Listen and circle tick or x</p> <p>Check answers by saying Number 1. cloud, Mouse</p> <p>c . Read the sentences. Write the numbers. Then listen. corresponding picture</p> | <p>Workbook Page 8 A. Does it have ou or ow? Look and write. <i>Answer Key</i> 1. town 2. cow 3. mouse 4. cloud 5. shout 6. gown 7. house 8. mouth B. Fill in the blanks. Use some words twice. <i>Answer Key</i> 1. The mouse is climbing the mountain. 2. The man is shouting. His mouth is open. 3. There are five flowers. 4. The cows are eating the grass. 5. There are two clouds in the sky. 6. There is a little house on the mountain.</p> | <p><u>10MS</u></p> <p><u>20Ms</u></p> |
| Activity | Spell and Sort. Students make two columns on a piece of paper and label one column <i>ou</i> and the other <i>ow</i> . Say <i>mouse</i> | | | <u>Self-evaluation :</u> | | |

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Subject Matter
Unit: 11 At the Planetarium
Lesson: 1 Conversation Time
S.B & W.B Page 19

Warm up: Word Review: put the following words in complete sentences:
 collect stickers, sing, build a model, take a nap, read a comic book, make a video, paint, cycle)

| Learning Objectives | Teaching aids | Content | Teaching Strategies | Procedures | Assessment | Time |
|---|--|---|--|--|---|--|
| <p><i>By the end of the lesson , students will be able to :</i></p> <ul style="list-style-type: none"> - make request permission - deny requests - express wants - express imperatives - identify speakers in a conversation | <p>✓ <i>Student's Book</i></p> <p>page19</p> <p>✓ <i>Work book</i></p> <p>page 19</p> <p>✓ <i>Green board</i></p> <p>✓ <i>CD player</i></p> | <p>Language Focus: <i>Wow! Did you see all the planets and stars?/Yeah! That was a great show./Miss Nadia, can we go to the snack bar?/Can we go to the gift shop?/No, kids. We don't have time./Aw. But I want to buy a gift for my dad./And I'm thirsty./Please, Miss Nadia. We'll hurry./Sorry, kids. We have to catch the bus.</i></p> <p>Function: Requesting permission; denying requests</p> | <p>❖ <i>Brain Storming</i></p> <p>❖ <i>Problem Solving</i></p> <p>❖ <i>Role-Play</i></p> | <p><u>Introduce the Conversation</u></p> <p>Clarify word meaning.</p> <p><u>Talk About the Picture</u></p> <p>Scene 1: The students are on a field trip at the planetarium. They were just in the planetarium looking at the planets and stars.</p> <p>Scene 2: Kim wants to go to the snack bar, and Ramy wants to go to the gift shop. Miss Nadia saysno.</p> <p>Scene 3: Ramy and Kim are both unhappy. Ramy is thirsty. And Kim wants to buy a gift for her dad.</p> <p>Scene 4: Kim and Ramy really want to go. But they can't, because they have to catch the bus.</p> <p><u>Practise the Conversation</u></p> <p>A. Listen and repeat. Students listen and repeat.</p> <p>B. Listen and point to the speakers.</p> <p>C. Role-play the conversation with three other students.</p> <p>D. Review. Listen and repeat</p> | <p>Workbook Page 19</p> <p>A. Fill in the blanks. Use some words twice.</p> <p><i>Answer Key</i></p> <p>1. Wow! Did you see all the planets and stars?</p> <p>2. Yeah! That was a great show.</p> <p>3. Miss Nadia, can we go to the snack bar?</p> <p>4. Can we go to the gift shop?</p> <p>5. No, kids. We don't have time.</p> <p>6. Aw. But I want to buy a gift for my dad.</p> <p>7. And I'm thirsty.</p> <p>8. Please, Miss Nadia. We'll hurry.</p> <p>9. Sorry, kids. We have to catch the bus.</p> <p>B. Look and write.</p> <p><i>Answer Key</i></p> <p>Can we go to the bookstore?</p> <p>No, Kareem. We don't have time.</p> <p>Aw. But I want to buy a book (for my dad).</p> | <p><u>10MS</u></p> <p><u>10Ms</u></p> <p><u>20Ms</u></p> |
| Home -assignment | <p>Listen and complete: <i>Wow! Did you see all the and stars?/Yeah!That was a show./Miss Nadia, can we go to the?/Can we go to the? No, kids. We don't hav... Aw. But I want to buy a.... for my dad./ We'll hurry./Sorry,kids. We have to the bus.</i></p> | | | | <u>Self-evaluation :</u> | |

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Subject Matter
Unit: 11 At the Planetarium
Lesson: 2 Word Time
S.B & W.B Page 20

Warm up: Conversation Review: Listen and write:
Wow! Did you see all the planets and stars?/Yeah!
That was a great show./Miss Nadia, can we go to the snack bar?/Can we go to the gift shop?/No, kids. We don't have time./Aw. But I want to buy a gift for my dad./

| Learning Objectives | Teaching aids | Content | Teaching Strategies | Procedures | Assessment | Time |
|---|--|---|---|---|--|--|
| <p><i>By the end of the lesson , students will be able to :</i></p> <ul style="list-style-type: none"> - identify new words "Planets" - read words - write words | <p>✓ <i>Student's Book</i></p> <p>page 20</p> <p>✓ <i>Work book</i></p> <p>page 20</p> <p>✓ <i>Green board</i></p> <p>✓ <i>CD player</i></p> | <p>Vocabulary Planets (Mercury, Venus, Earth, Mars, Jupiter, Saturn, Uranus, Neptune, Pluto)</p> | <p>❖ <i>Brain Storming</i></p> <p>❖ <i>Problem Solving</i></p> <p>❖ <i>Cooperative work</i></p> | <p><u>Introduce the Words</u> Planets (Mercury, Venus, Earth, Mars, Jupiter, Saturn, Uranus, Neptune, Pluto)</p> <p><u>Talk About the Picture</u> There are nine planets in the solar system. Going out from the sun, they are Mercury, Venus, Earth, Mars, Jupiter, Saturn, Uranus, Neptune, and Pluto. We live on Earth. Neptune is bigger than Pluto. Jupiter is the biggest. Pluto is the smallest planet. Mercury is the closest to the sun, and Pluto is furthest from the sun.</p> <p><u>Practise the Words</u></p> <p>A. Listen and repeat. Students listen and repeat, pointing to each word in the vocabulary box.</p> <p>B. Point and say the words. Students point to each of the target vocabulary items in the large scene and name them.</p> <p>C. Listen and point. <i>Earth./Jupiter./Pluto./Venus./Mercury./Uranus. Saturn./Mars./Neptune.</i> <i>Now listen and point to the speakers.</i> A: <i>Did you see the show? (boy and girl near planetarium entrance)</i> B: <i>Yes. It was cool. Here's a ticket.</i> A: <i>Wow! Thanks.</i> A: <i>That's a cool camera. (boy and girl with cameras)</i> B: <i>Thanks. I like taking pictures.</i> A: <i>Me, too.</i> A: <i>What's wrong? (planetarium worker and boy)</i> B: <i>I can't find my teacher.</i> A: <i>Don't worry. I'll help you find your teacher.</i></p> <p>D. Write the words. (See pages 32–34.)</p> | <p><u>Workbook Page 20</u> <i>Answer Key</i> 1. I t's next to Mercury. It's smaller than Earth. I t's Venus. 2. I t's next to Saturn, but it isn't Jupiter. It's Uranus. 3. I t's next to the smallest planet. It's smaller than Jupiter. It's Neptune. 4. I t's the smallest planet. It's Pluto. 5. I t's next to Venus. It's smaller than Venus. It's Mercury. 6. I t's next to Mars, but it isn't next to Venus. It's Jupiter. 7. I t's our planet. We live here. It's Earth. 8. I t's next to Jupiter, but it isn't next to Uranus. It's Mars. 9. I t isn't next to Pluto, but it's next to Uranus. It's Saturn.</p> <p>B. Write the names of the planets. Jupiter Saturn Pluto Neptune Uranus Mars Mercury Venus Earth</p> | <p><u>10MS</u></p> <p><u>5Ms</u></p> <p><u>20Ms</u></p> |
| Home -assignment | Punctuate : 1- did ali see the Pluto 2- hend and nada went to the planetarium last friday | | | | <u>Self-evaluation :</u> | |

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Subject Matter
Unit: 11 At the Planetarium
Lesson: 4 Phonics Time
S.B & W.B Page 22

Warm up: Phonics Review: Psst! Pass It On. Write *er*, *ir*, and *ur* on the board. Point to each combination and elicit its sound. Then form a circle with some students in front of the classroom.

| Learning Objectives | Teaching aids | Content | Teaching Strategies | Procedures | Assessment | Time |
|---|---|--|--|---|---|---|
| <p><i>By the end of the lesson , students will be able to :</i></p> <p>- distinguish between sounds of oi, oy</p> <p>- associate sound of letters with written form</p> | <p>✓ <i>Student's Book</i></p> <p>page22</p> <p>✓ <i>Work book</i></p> <p>page 22</p> <p>✓ <i>Green board</i></p> <p>✓ <i>cD player</i></p> | <p>Sound Focus:</p> <p>oi, oy (<i>boil, oil, point, boy, joy, oyster</i>)</p> | <p>❖ <i>Brain Storming</i></p> <p>❖ <i>Problem Solving</i></p> | <p><u>Introduce the sounds</u></p> <p>Note: The oi and oy sounds are written as / CI /</p> <p>oi, oy (<i>boil, oil, point, boy, joy, oyster</i>)</p> <p><u>Practise the sounds:</u></p> <p>A. Listen and repeat. Focus students' attention on the oi and oy words at the top of the page. Play the recording</p> <p>B. Do they both have the same vowel sound? Listen and write ✓</p> <p>or. x.</p> <p><i>Answer Key:</i> 1. ✓ 2. ✓ 3. x 4. x 5. x</p> <p>C. Read the sentences. Write the numbers. Then listen. <i>Answer Key:</i> (starting from boiling oysters and moving clockwise) 1, 3, 2, 5, 4</p> | <p>Workbook Page 22</p> <p>A. Does it have oi or oy? Write and match. <i>Answer Key</i> 1. R oy is a boy. Joyce is a girl. (matches the second picture in the second column) 2. R oy pointed at the oysters in the foil. (matches the third picture in the first column) 3. R oy boiled some oysters. (matches the third picture in the second column) 4. Joyce broiled some oysters. (matches the first picture in the first column) 5. Joyce wanted soy sauce and Roy wanted oil. (matches the first picture in the second column) 6. They ate the oysters and jumped for joy. (matches the second picture in the first column)</p> <p>B. Follow the oy words.</p> | <p><u>10MS</u></p> <p><u>20Ms</u></p> |
| Home -assignment | <p><u>Listen and circle:</u> a) boil oil b) point boy c) joy oyster</p> <p><u>Punctuate :</u> 1.what re you doing, mona 2. ali s uncle lives in cairo</p> | | | | <u>Self-evaluation :</u> | |

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Subject Matter
Unit: 12 At School
Lesson: 1 Conversation Time
S.B & W.B Page 23

Warm up: Phonics Review: Upside Down. Write *oi* and *oy* on the board. Point to each combination and elicit its sound. Then hold a Unit 11 Phonics Time Picture Card upside down. Students say the word and point to the letters corresponding to its /OI/ sound.

| Learning Objectives | Teaching aids | Content | Teaching Strategies | Procedures | Assessment | Time |
|---|---|--|---|--|---|---|
| <i>By the end of the lesson , students will be able to :</i> - give and receive compliments - elicit and express personal opinions - make suggestions - identify speakers in a conversation | ✓ <i>Student's Book</i> page23 ✓ <i>Work book</i> page 23 ✓ <i>Green board</i> ✓ <i>cD player</i> | Language Focus: <i>You play very well./Thanks. I love playing music./I don't sing very well./Sure you do. You're a good singer./But I don't practice enough./ Well, practice makes perfect./I have an idea. Let's practice together./That's a great idea. Thanks</i> Function: Giving and receiving compliments; eliciting and expressing personal opinions; making suggestions | ❖ <i>Brain Storming</i> ❖ <i>Problem Solving</i> ❖ <i>Role-Play</i> | <u>Introduce the Conversation</u> 1. Clarify word meaning. 2. Bring two students to the front of the classroom. Stand behind each student and model his/her lines of the conversation with the following <u>Talk About the Picture</u> Scene 1: The students are at music class. Kareem loves playing music. Scene 2: Laila says she isn't a very good singer . But Kareem thinks she's a good singer. Scene 3: Laila and Kareem are sitting down and they are talking. Laila is discouraged. Kareem is smiling and encouraging her. Scene 4: Kareem is looking at Laila and smiling. They are going to practice singing together <u>Practise the Conversation</u> A. Listen and repeat. Students listen and repeat. B. Listen and point to the speakers. C. Role-play the conversation with three other students. D. Review. Listen and repeat | Workbook Page 23 A. Fill in the blanks. Then number the sentences. <i>Answer Key</i> 1 You play really well. 4 Sure you do. You're a good singer. 5 But I don't practice enough. 6 Well, practice makes perfect. 8 That's a great idea. Thanks. 2 Thanks. I love playing music. 3 I don't sing very well. 7 I have an idea. Let's practice together. B. Look and write. <i>Answer Key</i> You paint really well. Thanks. I love painting. I don't paint very well. Sure you do. You're a good painter. | <i>10MS</i> <i>10Ms</i> <i>20Ms</i> |
| Activity | Substitution. Write the following on the board: A: <i>You</i> ____ very well. B: <i>Thanks. I love</i> ____. A: <i>I don't</i> ____ very well. B: <i>Sure you do. You're a good</i> ____. | | | <u>Home –assignment :Re- arrange:</u> <i>1. love – playing – music – <u>I</u>.</i> <i>2. play – <u>You</u> – well – very. 3. you – good – a – <u>Are</u> – singer?</i> <i>4.do – you – <u>What</u> – like?</i> | | |
| <u>Self-evaluation :</u> | | | | | | |

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Subject Matter
Unit: 12 At School
Lesson: 1 Word Time
S.B & W.B Page 24

Warm up: Phonics Review: Psst! Pass It On. Write *er*, *ir*, and *ur* on the board. Point to each combination and elicit its sound. Then form a circle with some students in front of the classroom.

| Learning Objectives | Teaching aids | Content | Teaching Strategies | Procedures | Assessment | Time |
|--|---|---|--|--|--|---|
| <p><i>By the end of the lesson , students will be able to :</i></p> <ul style="list-style-type: none"> - distinguish between sounds of vowel blends - associate sound of letters with written form | <ul style="list-style-type: none"> ✓ <i>Student's Book</i> page 24 ✓ <i>Work book</i> page 24 ✓ <i>Green board</i> ✓ <i>CD player</i> ✓ <i>Coloured chalk</i> | <p><u>Vocabulary</u></p> <p>Occupations (musician, play the violin, engineer, build things, vet, help animals, computer programmer, program computers, nurse, take care of people, artist, draw)</p> | <ul style="list-style-type: none"> ❖ <i>Brain Storming</i> ❖ <i>Problem Solving</i> ❖ <i>Observations</i> | <p><u>Introduce the Conversation:</u> .Bring two students to the front of the classroom. Stand behind each student and model his/her lines of the conversation.</p> <p><u>Talk About the Picture</u> Scene 1: The students are at music class. Kareem loves playing music. Scene 2: Laila says she isn't a very good singer. But Kareem thinks she's a good singer. Scene 3: Laila and Kareem are sitting down and they are talking. Laila is discouraged. Kareem is smiling and encouraging her. Scene 4: Kareem is looking at Laila and smiling. They are going to practice singing together.</p> <p><u>Practice The Conversation :</u> A. Listen and repeat. B. Listen and point to the speakers. Play the recording (second version of the conversation) and have students listen and point to the speakers C .Role-play the conversation with two other students. D. Review. Listen and repeat.</p> | <p><u>Workbook</u> Page 24 A. Read and match. <i>Answer Key</i> 1. matches the third picture 2. matches the second picture 3. matches the first picture 4. matches the fifth picture 5. matches the fourth picture B. Read and write <i>Answer Key</i> 1 She's going to play the violin. 2. He's going to help animals. 3. They're going to build things. 4. He's going to program computers. 5. They're going to draw. 6. She's a nurse. She's going to take care of people.</p> | <p><u>15Ms</u></p> <p><u>10Ms</u></p> <p><u>15Ms</u></p> |
| Home-assignment | <p><u>Circle and repace:</u> 1. violin – computer – picture – make 2. vet – sing – artist – nurse 3. art – engineer – musician – programmer 4. play – help – build – good</p> | | | | <u>Self-evaluation</u> | |

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Subject Matter
Unit: 12 At School
Lesson: 3 Practice Time
S.B & W.B Page 25

Warm up : Vocabulary Review
 Revise the vocabulary of the previous lesson

| Learning Objectives | Teaching aids | Content | Teaching Strategies | Procedures | Assessment | Time |
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| <p><i>By the end of the lesson , students will be able to :</i></p> <ul style="list-style-type: none"> - use Wh-questions with why - use adverbial clauses of reason with because - practise affirmative statements with like + gerund - ask about career choice | <p>✓ <i>Student's Book</i></p> <p>page 25</p> <p>✓ <i>Work book</i></p> <p>page 25</p> <p>✓ <i>Green board</i></p> <p>✓ <i>CD player</i></p> | <p><u>Structures</u></p> <p>Wh- questions with why; adverbial clauses of reason with because; affirmative statements with like + gerund [Why do (you) want to be a (vet)? Because (I) like (helping animals)./ Why does (she) want to be a (vet)? Because (she) likes (helping animals).]</p> <p><u>Function:</u></p> <p>Asking about career choices</p> | <p>❖ <i>Brain Storming</i></p> <p>❖ <i>Problem Solving</i></p> <p>❖ <i>Observations</i></p> | <p><u>Introduce the Patterns:</u></p> <p>1. Pronoun Review.</p> <p>2. Why do (you) want to be a (vet)? Because (I) like (helping animals).</p> <p>3. Why does (she) want to be a (vet)? Because (she) likes (helping animals).</p> <p>4. Practice for Fluency..</p> <p><u>Practice The Patterns :</u></p> <p>A. Listen and repeat.</p> <p>B. Listen and repeat. Then practise with a partner</p> <p>Play the recording (second version of the conversation) and have students listen and point to the speakers</p> <p>C. Look at page 24. Point to the picture and practise with a partner.</p> <p>D. Listen and sing along.</p> <p>Students turn to the Why Do You Want to Be a Vet? song on page 31. They look at the pictures and words and try to read some of the lyrics. Read the lyrics line by line. Students repeat each line.</p> | <p><u>Workbook</u></p> <p>Page 25</p> <p>A. Read and write.</p> <p><u>Answer Key</u></p> <p>1. Why does she want to be a vet? Because she likes helping animals.</p> <p>2. Why does he want to be a computer programmer? Because he likes programming computers.</p> <p>3. Why do they want to be nurses? Because they like taking care of people.</p> <p>4. Why does he want to be an artist? Because he likes drawing.</p> <p>5. Why does she want to be a musician? Because She likes playing the violin.</p> <p>6. Why does she want to be an engineer? Because she likes building things.</p> <p>B. Your turn. Read and write.</p> <p><u>Answer Key</u></p> <p>Answers will vary.</p> | <p><u>10MS</u></p> <p><u>20Ms</u></p> |
| Home-assignmen | <p>Choose: 1. (What – Where – When – Who)do you want to be a vet? 2. She (want – wants – wanting – wanted) to be a nurse. 3.I want to be an(engineer – farmer – vet – doctor). 4. We like (help - helps – to help – helping)people.</p> | | | | <u>Self-evaluation</u> | |

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Subject Matter
Unit: 12 At School
Lesson: 4 Phonics Time
S.B & W.B Page 26

Warm up : Pattern Review: Tell Me Why. Look at the student at the front of the first row (S1) and say I want to be a musician. S1 asks you Why do you want to be a musician? Reply Because I like playing the (piano). Then S1 says to the next student in the row (S2) I want to be a (vet). S2 asks Why do you want to be a (vet)? Continue until every student in the class has had a chance to choose.

| Learning Objectives | Teaching aids | Content | Teaching Strategies | Procedures | Assessment | Time |
|--|---|--|---|--|---|---|
| <p><i>By the end of the lesson , students will be able to :</i></p> <ul style="list-style-type: none"> - distinguish between sounds of vowel blends - associate sound of letters with written form | <p>✓ <i>Student's Book</i> page 26</p> <p>✓ <i>Work book</i> page 26</p> <p>✓ <i>Green board</i></p> <p>✓ <i>CD player</i></p> <p>✓ <i>Coloured chalk</i></p> | <p>Sound Focus: Vowel Blend Review <i>(marker, walk, saucer, draw, park, fork, cloud, shower, cook, spoon, clerk, shirt, purse, coin, boy)</i></p> | <p>❖ <i>Brain Storming</i></p> <p>❖ <i>Problem Solving</i></p> <p>❖ <i>Observations</i></p> <p>❖ <i>Self-learning</i></p> | <p><u>Introduce the Sounds</u> Vowel Blend Review <i>(marker, walk, saucer, draw, park, fork, cloud, shower, cook, spoon, clerk, shirt, purse, coin, boy)</i></p> <p><u>Practise the Sounds</u> A. Listen and repeat. Focus students' attention on the vowel blend review words at the top of the page. B. Listen and circle. students listen and circle the word they hear. 1. saw, saw 2. yarn, yarn 3. food, food 4. call, call 5. short, short 6. fork, fork C. Read the sentences. Write the numbers. Then listen. Students read the sentences and write the number of each line of the rhyme next to the corresponding picture. <u>Answer Key:</u> 3, 2, 1</p> | <p><u>Workbook</u> <u>Page 26</u> A. Read and write. Use some letters twice. Answer Key 1. Adel and Patty went shopping. Adel bought a shirt. Patty bought a purse. Bert was very happy! 2. Emad cooked lunch today. He boiled some noodles. "Yum!" said Dalia. But there was a coin in the noodles and a marker in the salad! 3. Samir went to the park. He ate dirt with a fork and got very dirty. He saw a dark cloud and thought, "I can take a shower in the rain!" B. Do they both have the same vowel sound? Look and write ✓ or ✗. Answer Key 1. ✓ 2. ✗ 3. ✗ 4. ✓</p> | <p><u>10MS</u></p> <p><u>20Ms</u></p> |
| Home-assignment | <p><u>Listen and circle:</u> 1. walk draw 2. marker saucer 3. clerk park 4- barn b- brown 5- mouth yard 6. town mouse</p> | | | | <u>Self-evaluation</u> | |

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Subject Matter

Review 2

Story Time

S.B & W.B Page 27

Warm up : Review Units 10–12 Conversations, Vocabulary, and Patterns. Students turn to each Conversation Time page (pages 15, 19, and 23), Word Time page (pages 16, 20, and 24), and Practice Time page (pages 17, 21, and 25). Elicit each conversation, vocabulary item, and pattern

| Learning Objectives | Teaching aids | Content | Teaching Strategies | Procedures | Assessment | Time |
|---|--|--|--|---|--|--|
| <p><i>By the end of the lesson , students will be able to :</i></p> <ul style="list-style-type: none"> - revise units 10–12 conversations, vocabulary, and patterns - recall previously learned items | <ul style="list-style-type: none"> ✓ <i>Student's Book</i> page 27 ✓ <i>Work book</i> page 27 ✓ <i>White board</i> ✓ <i>CD player</i> ✓ <i>Coloured chalk</i> | <p>Review Focus: Units 10–12 conversations , vocabulary, and patterns</p> | <ul style="list-style-type: none"> ❖ <i>Brain Storming</i> ❖ <i>Problem Solving</i> ❖ <i>Observations</i> | <p><u>Work with the Pictures</u> Students open their Student's Books to page 27. Scene 1: Who made the cake? Scene 2: Was it easy to bake the cake? Scene 3: Does Sokkar like baking? Is he a good baker? Scene 4: What do you need to bake a cake? Scene 5: Was it easy to bake the cake? Scene 6: Is Sokkara hungry? Is Sokkar hungry?</p> <p><u>Work with the Text</u> 1. Point to Sokkar's speech bubble in Scene 1. A volunteer tries to read what Sokkar is saying. 2. Do the same with all the scenes on this page. Encourage students to look back at the Units 10–12 Conversation Time, Word Time, and Practice Time pages for support if necessary.</p> <p><u>Practise the Story</u> A. Listen and repeat. B. Look at A. Listen and point. C. Listen. Circle True or False. 1. <i>Sokkara made the cake.</i> <i>Sokkara made the cake.</i> 2. <i>Sokkara doesn't like baking.</i> <i>Sokkara doesn't like baking.</i> 3. <i>Sokkar and Sokkara are going to bake together.</i> <i>Sokkar and Sokkara are going to bake together.</i> 4. <i>Sokkar doesn't like the cake.</i> <i>Sokkar doesn't like the cake.</i> 5. <i>Sokkara doesn't want to make ice creams.</i> <i>Sokkara doesn't want to make ice creams.</i> <i>Answer Key:</i> 1. True 2. False 3. True 4. False 5. True</p> <p>D. Role-play these scenes.</p> | <p><u>Workbook Page 27</u> A. Read and match. Then fill in the blanks. <i>Answer Key</i> 1. easy. 2. singer. 3. great 4. idea. 5. myself. 6. playing music B. Circle the odd word. <i>Answer Key</i> 1. artist 2. build things 3. computer programmer 4. vet 5. engineer 6. nurse</p> | <p><u>15Ms</u></p> <p><u>10Ms</u></p> <p><u>15Ms</u></p> |
| Activity | <p>Retell the Story. Students take turns retelling the story in their own words.</p> | | | <p>Home-assignment Rearrange 1 – did – Where – she – go ? 2– the – cashier – Dad, -is – over – there 3- going – to- I'm – take – a picture. 4- you – see – Did – moose – a ?</p> | | |

Self-evaluation

| | | |
|------|-------|--------|
| Date | Class | Period |
| | | |
| | | |

Subject Matter
Review 2
Activity Time
S.B & W.B Page 28

Warm up : 1. **Review Units 10–12 Vocabulary, Patterns, and Sounds.** Students turn to each Word Time page (pages 16, 20, and 24), Practice Time page (pages 17, 21, and 25), and Phonics Time page (pages 18, 22, and 26). Elicit each vocabulary item,

| Learning Objectives | Teaching aids | Content | Teaching Strategies | Procedures | Assessment | Time |
|--|---|--|--|---|--|---|
| <p><i>By the end of the lesson , students will be able to :</i></p> <ul style="list-style-type: none"> - revise units 10–12 vocabulary, patterns, and sounds - recall previously learned items | <ul style="list-style-type: none"> ✓ <i>Student's Book</i> page 28 ✓ <i>Work book</i> page 28 ✓ <i>White board</i> ✓ <i>CD player</i> ✓ <i>Coloured chalk</i> | <p>Review Focus: Units 10–12 vocabulary, patterns, and sounds</p> | <ul style="list-style-type: none"> ❖ <i>Brain Storming</i> ❖ <i>Problem Solving</i> ❖ <i>Observations</i> | <p>Students open their Student's Books to page 28.</p> <p>A. Listen and write.</p> <ol style="list-style-type: none"> 1. <i>Point to the bird in the park.</i> <i>Point to the bird in the park.</i> 2. <i>Roy likes to cook curry.</i> <i>Roy likes to cook curry.</i> 3. <i>Bert eats oysters with a fork.</i> <i>Bert eats oysters with a fork.</i> <p>B. Read and match.</p> <p><i>Answer Key:</i></p> <ol style="list-style-type: none"> 1. Why do you want to be an engineer?/ Because I like building things. 2. Why do you want to be a vet?/Because I like helping animals. 3. Why do you want to be a musician?/ Because I like playing the violin. 4. Why do you want to be an artist?/ Because I like drawing <p>C. Listen and circle a or b.</p> <ol style="list-style-type: none"> 1. <i>I want to see Jupiter. Let me look.</i> 2. <i>I like making videos, but I don't like reading comic books.</i> 3. <i>You dance really well.</i> <i>Thanks. I love dancing</i> <p><i>Answer Key:</i></p> <ol style="list-style-type: none"> 1. b 2. a 3. a | <p><u>Workbook</u> <u>Page 28</u></p> <p>A. Read. Then answer the questions.</p> <p><i>Answer Key</i></p> <ol style="list-style-type: none"> 1.No, he doesn't. 2. Because she likes drawing. 3. No, she doesn't. 4. Because he likes building things. <p>B. Look and write.</p> <p><i>Answer Key</i></p> <ol style="list-style-type: none"> 1. oyster 2. dessert 3. bird 4. purse 5. spoon 6. cloud 7. point 8. saucer | <p><u>10MS</u></p> <p><u>10Ms</u></p> <p><u>10Ms</u></p> |
| Activity | <p>Match Why and Because. Write six <i>Why</i> questions on the left side of the board, and six corresponding <i>Because</i> sentences on the right side of the board (see Suggested Sentences below). Point to each sentence and have students read it.</p> | | | | <u>Self-evaluation</u> | |

